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AUTHOR Cason, Ann; Shoufler, Ann
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ABSTRACT

This report describes a summer project using children's literature as a teaching tool in the literacy section of the Family Literacy Reading Project. The idea for the project arose in response to a need for other resources for the English-as-a-Second-Language program and to students' desire to read to their children and grandchildren as one important goal for learning English. Six books were chosen that focused on various cultures and had themes that centered around creation (Bible stories), myths and legends, single parent families, housing, neighborhoods, and hopes and dreams. Activities outside of the classroom included a partnership with a preschool, a visit from a storyteller, and a trip to the library. The six-page that were actually used in the project: "A Chair for My Mother," "The House that Jack Built," "Climbing Jacob's Ladder," "How the Stars Fell into the Sky," and "Nathaniel Talking." These reviews include a description of activities and copies of worksheets. The next section describes the evaluation process, including midcycle review and end-of-cycle review. A checklist for starting a family literacy reading project using children's literature is included. (YLB)

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The Family Literacy Reading Project

by

Ann Cason, Ann Shoufler

U.S. DEPARTMENT OF EDUCATION
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SABES System for Adult Basic Education Support

February 1993

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THE FAMILY LITERACY READING PROJECT

of the

Log School English as a Second Language Program
222 Bowdoin Street
Dorchester, Massachusetts 02122
(617) 288-6683

Prepared by:

Ann Shoufler with the assistance of Ann Cason

Project Conducted through a Mini-Grant from:

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THE FAMILY LITERACY READING PROJECT

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AN OVERVIEW OF THE FAMILY LITERACY READING PROJECT

In the Spring of 1992, The Log School's English as a Second Language Program received a grant from SABES to conduct a summer project using children's literature as a teaching tool in the Literacy Section of our Program, a section which, that summer became known as The Family Literacy Reading Project. By way of logistics, The Log School holds classes for two levels of literacy. Literacy Level I students are students who are working on Native Language Literacy and are beginning readers and speakers of English. Literacy Level II students are students who, while non-native speakers of English, are fluent in their spoken English and are focusing primarily on learning how to read and write in English. The two teachers of these levels (Ann Cason taught Literacy I and I taught Literacy II) felt we were running short of appropriate, quality materials for these students. This is not to say that quality materials do not exist for literacy students. In the past few years many very good books and workbooks have been developed with the literacy student in mind, but after nearly two years of teaching the literacy students in our program, many of whom had remained with the program since its inception, Ann Cason and I felt that we were beginning to exhaust the materials that do exist and needed to find other resources. In addition, the majority of our students are parents and grandparents who have often expressed the desire to read to their children and grandchildren as one of their important goals for learning English. We combined these needs for resources and helping our students to meet their goals with a passion for children's literature and the idea for the Family Literacy Reading Project was born.

I love children's books. Many of you who are interested in conducting the kind of program that we conducted in the summer of 1992 probably already know the wonder of books written as children's books. Many beautiful works of literature grace the shelves of The Children's Section of bookstores and libraries. These books are works of art with the added bonus that the artwork can aid the reader in text comprehension. The texts of these books, while simple in terms of reading level, present meaningful and complex issues in ways that are non-threatening. This combination of standards makes these books ideal teaching tools for beginning readers of English, no matter what their age.

I know that many people have felt uncomfortable with the idea of using children's literature as a teaching tool for adults. Often, as I have

presented this project to people the first question they most often ask is something to this effect: "Doesn't it demean the adult student to give them children's books to read?". I answer that concern by telling people that we must suspend our "Dick and Jane" attitudes about books written for children. Yes, there are books out there that I would not consider appropriate for the adult reader (unfortunately, many of those books are written with the adult learner in mind, but that's a whole separate issue). However, there are also many books written with the child reader in mind that are rich in texture and scope. I encourage any person reading this who is not convinced of the merit which exists in using children's books with adults to go to a bookstore that carries or specializes in children's books, especially a bookstore like Savanna Books on Massachusetts Avenue in Cambridge's Central Square. The books you will find there will most surely impress you as holding the qualities that I outlined above.

Already convinced of the merits of children's books and having a budget to buy them (money to spend solely on books; every book lover's dream!), Ann Cason and I set out one sunny Spring Saturday to begin the process of selecting and purchasing titles for our project. We first went to Savanna Books and looked through the picture books, writing down titles of books of interest. We also found two invaluable resources in this bookstore. The first was a bibliography of multi-cultural children's literature called Empowerment Bibliography produced through the Intercultural Training and Resource Center of Roslindale, MA and Savanna Books of Cambridge, MA and compiled by Ewa Irena Pytowska and Gail Pettiford Willett. Gail Pettiford Willett is also the owner of Savanna Books and is the second in our list of invaluable resources. Gail and her staff at Savanna Books are very knowledgeable about the books in the store and were very helpful in taking the time to share their knowledge with Ann and me.

Feeling that we probably had all we needed in Savanna books, Ann and I tried to act as responsible researchers and decided to look in some other bookstores in addition to Savanna books before we made our final decisions about the titles to purchase. We went to some of the bigger bookstores in Cambridge and Boston, but after our very positive experience in Savanna Books, we felt a void wherever else we went. In the bookstore chains, there was always a larger selection of children's books, but they were always shorter on help. The clerks in these bookstores are mostly just that: clerks. They knew the location of the Children's Section in their respective stores but had little other information to offer us.

After searching through the bookstores in the Greater Boston area, Ann and I studied the Empowerment Bibliography and tried to narrow our title

selection to six book. We chose the number six to correspond with the time we had to complete the project. The summer cycle at The Log School lasts eight weeks. Our goal was to cover one book each week and allow two weeks worth of activities and reflection time to be interspersed throughout the time frame of the cycle.

In addition to studying the Empowerment Bibliography, I contacted Ellen Graf of the Boston Public Library. Ellen had helped to organize and conduct a similar literacy project at the BPL and she had good advice to offer about what worked and what didn't in her project. I think it is worth summarizing here the steps of research that Ann Cason and myself conducted in trying to put together the framework of our project. I do believe that this process is necessary in developing a successful literacy project. It is important to look in bookstores, especially bookstores that specialize in and/or are knowledgeable about children's literature (if these bookstores are also familiar with and sensitive to multicultural children's literature you have found yourself an ideal situation, like Ann and I did). Local librarians that manage the children's section of their libraries are also very good resources. Finally, if you can find some sort of bibliography of children's books that divides books thematically then you are in business!

If I haven't already made myself too obvious, Ann and I decided to purchase our books from Savanna Books. We felt very strongly about supporting a local merchant who was well versed in children's literature and who features books that are multicultural in scope. We chose the titles that we purchased with many cultures in mind: African American, Native American, Caribbean. We chose themes that centered around family and around topics that students had expressed an interest in exploring in their evaluations of our program. These are the topics that we intended to cover:

Creation (bible stories)
Myths and Legends
Single Parent Families
Housing
Neighborhoods
Hopes and Dreams

With everything in place, Ann and I felt ready and excited to begin our Family Literacy Reading Project. We taught this Project as a team. As you will see from our reviews of the different books, each person had the main responsibility for curriculum development of three different books.

We took turns being the lead teacher in the class, but we worked together and supported each other throughout the project. We met once a week to discuss the coming week's events and to plan activities for the project.

The activities that our Project conducted are the other important component to our Project. There is a Pre-school on site where we conduct our classes. The idea that Ann and I had was that we would pair each Literacy student with a child from the Pre-school so that they could practice reading the week's book before they took them home for the weekend to read to their children or grandchildren. The idea was that it would help to boost the confidence of our students to actually take the books home to read with their families by giving them the avenue to practice first, but also that it would help to build community within the Log School. In working with the idea of Family Literacy, community building was an important goal for us.

Was everything we did successful? I would like very much to say that our project was seamless, but there were some difficulties that arose. The first was the levels of our two classes. While both groups fell under the category of "literacy" their literacy needs were vastly different. The Literacy I students had a more pressing need to work with spoken English in its very basic form, while The Literacy II students spoke English fluently and didn't feel the need to have the spoken language broken down into a more basic form. Ann and I struggled very hard to balance the needs of both groups when it came to the spoken English. It was definitely difficult, but the students themselves were very helpful and understanding. Most of our students are Cape Verdean and were very willing to help each other translate when necessary.

Another difficulty was with the books themselves. We had originally written our proposal with the idea that we would give the books to the students to keep. It is our philosophy that books become more special in their ownership, especially for people whose wall of literacy has kept books from being accessible to them. However, a SABES Mini-Grant, the grant that funded this project, is not meant to fund the buying of supplies and they felt that our book buying fell under that category, so they cut that section of our budget. While I respect the integrity of SABE's decision and fully understand why they made it, I felt that removing this section of our project took a little bit away from its original intent. Apparently, our students agreed with us. They treated the books as their own, which meant that sometimes children drew on them, sometimes people checked them out and didn't return them, which caused a lot of attrition of books from our collection. My advice to anyone who is thinking about conducting a similar

project is that you should either have a very good system for allowing people to check out books or that you find a way to allow for students to keep the books used in your project. Of course, my preference would be for the latter.

As often happens in classes, we did not have the time to cover all of our books. The sixth book in our series, Daydreamers (Eloise Greenfield), had to be eliminated from our list when we discovered that we would not have enough time to cover it in class.

Finally, in the area of critical self-reflection, two components on my wish list of what I wanted to see happen with this project went unfulfilled and I mention them because I feel they are good tangents to similar projects and components I hope that others will be able to incorporate into their projects. The first is that I would like to have used a book written by a local author and have that author come in and discuss her/his book with the class. Secondly, I wish we could have had an end of the cycle celebration showcasing the books we used over the summer, attended by the families of the Project participants, sharing together their knowledge of the books. We had planned for this to happen, but time, again, prevented us from pulling it off.

The last thing I would like to mention concerns the activities that we conducted during the course of the summer outside of the actual classroom work. You have already learned of our partnership with the Pre-school. You will learn as you read our reviews of the books that we invited storyteller to visit our site. One other activity that was not included in our reviews was our trip to the library. What a fascinating experience to visit the library with a group of people, many of whom had never been to the library before (many of our literacy students had been conveniently absent from class on days when we had taken previous trips to the library because they felt, as they told us later, intimidated by going to a place so filled with books and words they had never been a part of)! What a marvelous experience to watch a group of adults get their first library card; the same sensation I recalled feeling as a six year old, being taken to the library by my mother, finally being old enough to have a library card of my own! What a feeling of joy at watching the students navigate the children's book section and pick out titles of their own! I feel that this field trip was the best tribute to the success of our program.

I believe very strongly that our project was a success. It was a great balance of being exactly everything I had hoped and expected in some areas and being nothing at all liked I had hoped and expected in others. As I

write about it several months removed from actually completing the project, I realize with nostalgia what a wonderful experience I had. I would wish for every teacher and literacy student that they can at some point in their learning career have an experience like the one we had with our Family Literacy Reading Project.

REVIEW OF THE BOOKS USED IN THE FAMILY LITERACY READING PROJECT

A Chair for My Mother (Vera Williams)

This was the first book in the series and a book that students kept wanting to come back to over the course of the summer and practice again. It is visually very beautiful: brightly colored with lots of pictorial detail. Also, it is textually very accessible, especially for literacy students. The size of the writing is bigger and well centered on the page and while I would not call the text "easy", I would say that the text along with the pictures create a good prompt for the students to decipher and relate to the story.

The basic storyline is about a mother and daughter who lose all of their possessions in a house fire and who must save money in order to buy a new chair for their new apartment. The story lends itself to a lot of good themes. First of all, the story portrays a single mother, trying to balance the demands of being a good mother with providing the necessities for her daughter through working long hours at a restaurant. Many of our students could relate to this difficulty and were, therefore, drawn to the text. In addition, this story is about community building. When the story's family loses their house, many people have to come to their aid in order to help them rebuild their lives. A very lively discussion ensued from this theme in which students discussed the differences between community (or what they felt as lack thereof) in this country as compared to the stronger sense of community that students felt in their own countries. Finally, the story talks about having to set priorities with money. This theme lead to a discussion of the differences between wants and needs and how to set priorities with a budget.

I realize after reading this that all of the above themes sound very serious for a children's book. As a reader, you are probably saying to yourself, "Wait a minute here! This is a children's book we're exploring here, not a philosophical treatise!" You are definitely right. This is a children's book, but both it's beauty and it's complexity lie in it's simplicity. Both the pictures and the text are telling of very difficult life situations in a way that is non-threatening. I believe that this gives a level of comfort to students that allows them to explore the difficult issues in a way that is not overwhelming to either them or me.

As to the actual lessons that were developed from this book: we first talked about the idea of saving money. We brought in a big jar, similar to the one used in the story, in which the mother and daughter saved their money. We showed students the jar and then began to put money into the jar. Then, we wrote on the board:

If I had a jar of money, I would buy...

and then modeled by telling students what we would buy. From that point, we went around the room and asked students what they would buy with the money. They first answered orally and then Ann Cason and I circulated around the room and helped students write their answers down. This exercise was followed by a worksheet of money math which follows this narrative.

The next class period, we reviewed the math and then went to the actual text of the story. We had students look at the title of the story and the pictures in pairs. Students went through the pictures and told what they saw in each picture. When we finished, we all discussed what we had seen in each picture. At that point, I read the story to them and then we divided into two groups. Ann Cason lead one group and I lead the other. We spent the rest of the class taking turns reading a page from the story. It was very difficult for the beginning literacy students to read the story, but this was where the beautiful pictures came to play. When a student was having a difficult time reading, they could rely on the accompanying pictures to help them remember and tell the story.

The following class period we had our first sharing session with the pre-school. This was a little bit difficult and trying. There were more literacy students than pre-school students and some of the pre-school students did not have a lot of patience with the literacy students. They were a little shocked that an adult did not have fluent reading skills. After a while, some of the pre-school students began to help the literacy students tell the stories. I feel that this helped to create a positive situation in one that had some disaster potential. Thank goodness that our students are very good natured!

A CHAIR FOR MY MOTHER

MATH PROBLEMS

1. There is $50.00 in the jar. A pair of shoes costs $15.00. How many pairs of shoes can you buy?

2. There is $50.00 in the jar. A pair of pants costs $20.00. How many pairs of pants can you buy?

3. There is $50.00 in the jar. A pair of curtains costs $17.00. How many pairs of curtains can you buy?

4. There is $50.00 in the jar. A pair of earrings costs $8.00. How many pairs of earrings can you buy?

5. There is $50.00 in the jar. A set of dishes costs $9.00. How many sets of dishes can you buy?

The House That Jack Built (Illustrated by Jenny Stow)

This is the second book in our series and a book which students praised highly - both during the time during which we read the book as a class and at the time of the project's evaluation. The story is linear and concrete. It also employs many rhymes and is repetitive - which meant that the written story was accessible to even the very beginning literacy students. In addition, the illustrations for this book are incredibly beautiful, and the story as shown through the illustrations is one set in a rural agricultural community. This is a setting to which the students in the class, from Cape Verde, Haiti and El Salvador, can relate. This book was ideal for the multi-level class as we could discuss participants' experiences with agricultural work. Some students memorized the text of the book while others read the story and others "read" the illustrations.

We began work on this book with time for students to read/explore the book in pairs. I read the story aloud a couple of times. Students then read the book together with me and we went through the book and talked about it. We talked about malt (one of the words in the story) and what it's used for; about milking cows, and about different uses for machetes. We talked about vocabulary like "shorn" and "shaven" and "forlorn". We talked about building houses and what houses are made from in different countries.

During the next class we worked on a cloze exercise around the text of the book. Students read the story aloud. They then worked in pairs piecing together a strip story of the text. Because the story is very sequential and linear this was a good review activity for students (see attached story and cloze exercise).

For the Wednesday session of this week, we joined the pre-school group. Instead of pairing up and reading stories, however, we invited a storyteller to visit the Reading Project. Jeanne Burkes, who works with a group of African American Storytellers at Dorchester House (another community center in our neighborhood) came and told stories and sang songs. Two of the stories were difficult to understand, as they were very quickly told, but on of the stories, about a bear who came home after a hard day and tried to sleep but couldn't because of the noise in his home, students both understood and enjoyed a lot.

When we returned to the classroom, they retold the story, and I wrote it up as a Language Experience Story; though in their version the bear was a man, and they gave examples from their own lives of reasons why they often don't get a chance to rest even when they are exhausted. On Thursday of this week we worked on math problems around selling milk (see attached word problems).

This is the farmer sowing his corn,

That kept the cock that crowed in the morn,

That waked the priest all shaven and shorn,

That married the man all tattered and torn,

That kissed the maiden all forlorn,

That milked the cow with the crumpled horn,

That tossed the dog,

That worried the cat,

That killed the rat,

That ate the malt

That lay in the house that Jack built.

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This is the farmer sowing his ____,

That kept the cock that crowed in the morn,

That waked the _____all shaven and shorn,

That married the ____all tattered and torn,

That kissed the maiden all forlorn,

That milked the ____with the crumpled horn,

That tossed the dog,

That worried the ____,

That killed the rat,

That ate the ____

That lay in the _____ that Jack built.

The House That Jack Built.

Math problems

1. The woman sells 1 gallon of milk for $2.00.
   How much money does the woman get for 3 gallons?

2. How much money does the woman get for 11 gallons?

3. How much money does the woman get for 27 gallons?

4. How much money does the woman get for 13 gallons?

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5 How much money does the woman get for 39 gallons?

6. How much money does the woman get for 43 gallons?

7. How much money does the woman get for 79 gallons?

8. How much money does the woman get for 100 gallons?

9. How much money does the woman get for 153 gallons?

10. How much money does the woman get for 170 gallons?

MULTIPLICATION

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Climbing Jacob's Ladder (Ed. by M.K. McElderry Books)

For the third book in our series, we turn to religion, a subject that I really had to struggle with in presentation. During several evaluation periods, students in our class had mentioned that they were interested in reading The Bible or stories from The Bible. I had, as much as possible, avoided facing that issue. I am personally a little uncomfortable discussing religion in a public forum. I had this recurring, nightmarish image in my head of students turning to me and asking, "So, where do you go to church on Sunday?" and telling them the same lie I had been telling my grandmother for ten years about trying many different churches.

In spite of this fear, when Ann Cason and I were selecting titles, we found a book of bible stories that was based on African-American spirituals so we felt that this would be a more comfortably coded way to approach biblical stories; from a cultural and mythological, as opposed to a religious perspective. In retrospect, it wasn't that bad of an experience. I would recommend this method of answering students' requests to study the bible if you are not comfortable in that realm. Even if you are, it is still an approach that is a lot of fun.

We started this lesson by putting for words on the blackboard. These included:

BIBLE, STORY, SPIRITUAL, SONG

We talked about the definitions of these words and talked about how the bible is a kind of story and a spiritual is a kind of song, showing the relationship between these words. We then erased the words from the board and had students practice putting the words together from index cards with a different letter on each index card and the whole word to model.

From there, we asked students if they had any bible stories to tell and we ended up talking about Adam and Eve and writing the story on newsprint as the students related it to us. This was followed-up the next class period by cutting apart the newsprint and asking students to read and order the story they had related to us.

As a group activity, students divided themselves into pairs and each pair was given one of the pictures from the book (for each spiritual there is an accompanying picture which is filled with details from the bible story it represents (i.e. Noah's Ark, Daniel and the Lion, etc.)). Going a little off

the track here, I really liked the pictorial representations in this book because they are of African people and not the Standard White Jesus that you find in most bible stories. I feel that this cultural representation in this book is one that most of our students could relate to more that what you would find in a typical bible story book.

From the pictures, each group came up with a list of as many words as they could to describe the picture they were given. Ann Cason and I circulated and tried to facilitate the word lists. When the students felt satisfied with their lists, each pair went to the front of the room individually and wrote and explained their words and then tried to tell the story that the picture represented.

The following class period, instead of the Literacy Students reading to the kids in the Pre-school the kids came up to our room (by way of explanation, at the Log School the Pre-school is on the first floor and the ESL area is on the second floor). Ann Cason had a tape of spirituals and we listened to the songs together. We then opened up the floor for other people to sing or share songs from their own religious experiences. One little girl, never the shy one bless her heart, sang "Jesus Loves Me, This I Know..." Anyone who has ever graced the portal of a church knows this song, and from there, other people were reminded of similar songs. It was actually quite an entertaining and comfortable experience. I didn't expect that anyone would be willing to sing and that the room would be filled with one of those "now what do we do?" silences. People really opened up and shared their experiences. I really should have more faith (no pun intended)!

How The Stars Fell Into The Sky (Jerrie Oughton)

The forth book in our series is vastly different from the first book which I taught, The House That Jack Built, both in the type of story it is and the way in which students read it. Students took some time at the beginning of the class looking at the book. We then read the book as a group, going through the book page by page, and telling our own stories based upon the illustrations. When we came to pictures students didn't know words for, such as snake, coyote, cactus, we talked about them as I or another student provided the new vocabulary. We then went through the book a second time and students told me a story which I wrote up on a sheet of newsprint.

The next day, I sliced up the story into sentences. We started the class by practicing some of the new words from the story. We then talked about legends. I explained that a legend is a story that is passed down through a family from grandparents to parents to children to explain something that is hard to explain. I asked students if they knew any legends. One student gave an example of a legend which everyone from Cape Verde was familiar with, which is when their mother is going to have a baby, they tell the other children that they are going to buy a baby so they will not have to explain where the baby comes from.

Nathaniel Talking (Eloise Greenfield)

This book was presented on the last week of classes, so we didn't have a lot of time to cover it. The story is about a little boy who is trying to cope with growing up in a family where the mother has died. The story is written in poetry form with each page containing a different poem.

Our idea was that we would approach the book by asking about the problems and concerns of children, making a list of those problems and concerns and then asking students to find corresponding feeling words that went along with the problems and concerns (i.e. if a student said that violence on the street was a concern for children then the corresponding feeling word could be fear). Instead, the students focused the discussion on what was important for a little boy to know to grow up well (parents who love him, a good education, etc.). This was fine with us because it gave students a chance to discuss the concerns they have about bringing children up in an inner city neighborhood. We focused a little bit on the book, mainly to the point of looking through the book and describing the pictures, but we never really got a chance to cover the text in any meaningful way.

The first poem in this book is called "Nathaniel's Rap". From this poem I got the idea that it would be interesting to invite some of the neighborhood teenagers who are interested in rap to come in and rap for the students and talk about rap and what it means to them. One of the kids that worked in the Pre-school over the summer volunteered to perform. He came in and rapped for both the Literacy Students and the Pre-school Students and then he talked about rap being the voice of the street and let students ask questions to him about rap. I don't feel that I had any converts to rap music among my students. Most of them still feel that it is loud, obnoxious and obscene, but I do feel that we made some headway in bridging cultural gaps. My students got a chance to see that the kids in this neighborhood can be polite and interesting with important things to say. This type of community building is crucial to growing this neighborhood in a positive way.

EVALUATION PROCESS FOR THE FAMILY LITERACY READING PROJECT

Mid-Cycle Review

Ann Cason and I hung up newsprint on the walls with the titles of the three books we read during the first part of the summer. These included: A Chair for My Mother, The House that Jack Built, and Climbing Jacob's Ladder. We held up each book in succession and asked students to tell the story as they remembered it while we wrote their words on the newsprint. We then had students read and copy one of the stories from the newsprint onto their own paper.

From there, we put each book with the corresponding newsprint story in a different part of the room and had students divide themselves into groups. Each group worked to read about a different story and talked about the stories. From there, the groups told the stories to the class. Finally, we asked the students to write for a few minutes on the following question:

What's your favorite story so far and why?

It took the students a long time to get through this exercise. What was scheduled for one class period actually took two. I think this is fine however. It gave students a chance to review and reflect on the material we covered in class. For the record: students' overwhelmingly favorite book was A Chair for my Mother.

End of Cycle Review

On the last day of classes, Ann Cason wrote students the letter which appears on the next page. I think that it was a good form of review. Students wrote very thoughtful responses. They all enjoyed reading the books and taking them home to share with their families. Students' favorite books were A Chair for My Mother and The House that Jack Built because, according to the students, they liked the pictures, they liked the stories that these two books told and they could understand the texts. If you are looking for criteria for starting a similar project, look to those three standards: beautiful pictures, meaningful stories and accessible text and you will have the foundation for a good reading project.

DEAR CLASS,

This summer we read a lot of stories.
We read 6 books.
We read:
A Chair For My Mother
How The Stars Fell Into The Sky
Jacobs Ladder
The House That Jack Built
Nathaniel Talking
Daydreamers

We read stories to the children in the daycare.

We listened to a storyteller.

You visited the library at Fields Corner.

We also worked on math problems.

We practiced some conversations (Shopping for chairs, dealing with the police and with problems of crime)

I have really enjoyed this summer. I think everybody worked very hard. Please write a letter telling what you think was good about the class this summer and what was not so good in the class.

Thank You!!

CHECKLIST FOR STARTING A FAMILY LITERACY READING PROJECT USING CHILDREN'S LITERATURE

Ask Yourself:

1. **How do I want to conduct my project?**

   *Do I want to cover many different themes?

   *Do I want to cover one theme with many different books?

   *Do I want to bring in children or tutors for the students to read with?

   *How long will my project last?

   *What evaluation tools do I want to use?

   *Will the students keep the books or check them out from the class?

2. **Have I checked all available resources when choosing books?**

   *Bookstores (especially bookstores that specialize in children's books)?

   *Children's Sections in your local library (librarians are usually a very good resource)?

   *Bibliographies of children's books?

3. **Are the books I have chosen appropriate?**

   *Is the text accessible to a beginning reader?

   *Do the illustrations complement the text in a way that will help the learners understand the text?

   *Is the subject matter appropriate for the adult learner?

*Are the books diverse in theme and multicultural in scope?

4. **What other activities do I want to include in the project?**

*How could we interact with libraries and bookstores?

*Could we have a weekly reading circle to practice reading books to children or tutors?

*Are there local storytellers who could interact with our group?

*Are there local authors of children's books who could read to us and tell us about their work?